



## **MBI Team Workbook Session III 2014-15**

### Topics:

Team Initiated Problem Solving (TIPS) (pp. 2-3)

Problem-Solving Implementation Data (pp. 4-6)

Problem-Solving Outcome Data Using the TIPS II Method (pp. 7-18)

Getting Everybody on Board (pp. 19-23)

Family and Community Involvement (pp. 24-32)

Using "My Voice" results (pp. 33-35)

Resources (p. 36)

### Prerequisites for Session III:

- Completion of Session I and III with corresponding Action Plan
- 80% implementation according to the SAS, TIC, and SET

### ACKNOWLEDGEMENTS

Much of the content and ideas of this workbook stems from the work of others. Special thanks to the work of Tim Lewis, George Sugai, Rob Horner, Lori Newcomer, Rebecca Beckner, Marla Dewhurst, the professors at the University of Oregon, National Center of Positive Behavioral Interventions and Support, and the Quaglia Institute for Student Aspirations.



## Team Initiated Problem Solving (TIPS)

### Issues

- ▶ The activities in this module will deepen participants understand the benefits of a formal process that a group of people can use to build and implement solutions .for problem-solving
- ▶ Sections of the Team Initiated Problem Solving (TIPS) forms are discussed as methods for documenting the problem-solving. process.

### Directions:

1. Review the basis components of the TIPS from
2. Practice associating meeting tasks with the TIPS form.

*"A key to collective problem solving is to provide a visual context that allows everyone to follow and contribute ". - Rob Horner, Ph.D., Anne W. Todd, M.S., and Dale Cusumano, Ph.D.*

### Research:

Algozzine, B., Newton, J. S., Horner, R. H., Todd, A. W., & Algozzine, K. M. (2012). Development and technical characteristics of a team decision-making assessment tool: Decision observation, recording and analysis (DORA). *Journal of Psychoeducational Assessment*, 30, 237-249. doi: 10.1177/0734282911423884

Newton, J. S., Algozzine, B., Algozzine, K., Horner, R. H., & Todd, A. W. (2011). Building local capacity for training and coaching data-based problem solving with positive behavior intervention and support teams. *Journal of Applied School Psychology*, 27, 228-245. doi/10.1080/15377903.2011.590104

**TIPS Meeting Minutes form for:**

	Date	Time	Location	Facilitator	M
<b>Today's Meeting</b>					
<b>Next Meeting</b>					

**Team Members (Place "X" to left of name if present)**


**Today's Agenda Items**

01.	Review Agenda	01.	
02.	Data Analyst Report	02.	
03.	Problem Solving and Action Planning	03.	
04.	General Administrative Issues	04.	
05.	Reports to other teams/staff/families/website	05.	

**Future Agenda Items**

**Previously-Defined Problems**

Precise Problem Statement (What, When, Where, Who, Why)	Solution Actions (Prevent, Teach, Reward, Correct, Extinguish, Safety)	Who?	By When?	Goal & Timeline

**Administrative/General Information and Issues**

Information for Team, or Issue for Team to Address	Discussion/Decision/Task (if applicable)

**New Problems**

Precise Problem Statement (What, When, Where, Who, Why)	Solution Actions (Prevent, Teach, Reward, Correct, Extinguish, Safety)	Who?	By When?	Goal & Timeline( what to change by when)	(V

**Activity: Where in the form would you place?**

1. Schedule for hallway monitoring for next month
2. Too many students in the "intensive support" for literacy
3. Status of fights on playground in last month.
4. Next meeting date/time.
5. Today's agenda
6. Solutions for a new problem

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## Using Data to Problem-Solve Implementation Issues

- ▶ The activities in this module will deepen participants understanding of MBI As Tools. The goal is to assist teams in problem-solving implementation and fidelity that are evident from either observations or formal data collection tools. This ultimately lead toward action planning.
- ▶ The Team Implementation Checklist (IC), the School Assessment Survey (SAS Voice Survey, climate surveys (e.g., SSARB), and the School Evaluation Tool (SET) are data sources appropriate for Tier I use. The focus is on the TIC, the SAS and SET.
- ▶ The MBI Action Plan and sections of the Team Initiated Problem Solving (TIPS) are discussed as methods for documenting the problem-solving process.

### Prerequisites:

- Team has completed the TIC, the SAS and SET
- Team has examined the results to identify areas of concerns regarding implementation issues (Optional: Use pp. 5-6).

### Directions:

1. Review the results of your surveys
2. Select one or more areas of priority and develop a plan to correct the problem.

*"We need a formal process for a group of people to use for problem identification, solution & action planning, implementation and evaluation. - Anne Todd*

PBIS Assessment includes surveys for research, for annual assessment and for program monitoring of SWPBIS. Each survey has been developed to meet the data requirements for SWPBIS usage in schools. For a survey to be included in PBIS Assessment it must:

- Be reliable and evidence-based
- Be consistent across all states
- Meet the needs not duplicated by another survey currently in use - PBIS Apps

PBIS Assessment has been supported through Grant # H326S030002. As a result of federal assistance, there is no financial cost to schools for using PBIS Assessment. Each of the surveys and checklists is copyrighted, and thanks go to the following authors:

- Self-Assessment Survey, version 2.0, 2003, Sugai, Horner, & Todd
- Team Implementation Checklist, version 3.1, 2012, Sugai, Horner, Lewis-Palmer, & Rossetto
- Dickey
- School Safety Survey, version 2.0, 2002 Sprague, Colvin, & Irvin
- School-wide Evaluation Tool, version 2.1, 2005, Sugai, Lewis-Palmer, Todd, & Horner
- Early Childhood Program-Wide PBIS Benchmarks of Quality, 2010, Fox, Hemmeter, & Jack

Hagan-Burke, S., Burke, M., Martin, E., Boon, R., Fore, C., & Kirkendoll, D. (2005). The internal consistency of the Effective Behavior Support Survey. *Education and Treatment of Children*, 28, 400-413.

Safran, S. (2006). Using the Effective Behavior Supports Survey to guide development of school wide positive behavior support. *Journal of Positive Behavior Interventions*, 8, 3-9.

Horner, R., Todd, A., Lewis-Palmer, T., Irvin, L., Sugai, G., & Boland J., (2004). The School-wide Evaluation Tool (SET): A research instrument for assessing school-wide positive behavior supports. *Journal of Positive Behavior Interventions*, 6, 3-12.

### ACTIVITY:

## Implementation Survey Summary Form

### Directions:

1. Divide your team into three groups, each one responsible for one implementation measure. Look at the results for school wide or common areas. Review the results and list the areas of strength, weakness, and areas not in place and those that have a high priority for improvement outlined in the table below:
2. Review/discuss your findings with all of your team members. List one or more (s) topics for action planning.
3. Select one area of priority:
4. Add this topic to the TIPS Administrative Section and discuss what your next step will be. Determine if the priority item is an administrative problem or a "new problem" (Note: This may also be listed as an agenda item).

Implementation measure	Areas of strength	Areas that might need attention	Areas not in place	Areas with high priority for improvement
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## Implementation Survey Summary Form

TIC				
SAS				
SET				





## Problem-Solving with Outcome Data

### Directions:

1. As needed, review the information provided in the Session II Workbook on ODRs, My Voice survey, observations, etc.
2. Complete:
  - A. Review and organize your outcome data (ODR, My Voice, Suspension/Expulsion, etc.). Is the data in a meaningful and clear format?
  - B. Select one area of concern and use the "TIPS II PROBLEM-SOLVING TEAM TRAINING WORKSHEET" to develop a "Precision Problem Statement" (p. 10), a "SMART Goal". (p. 10-11), "Solution(s) with Contextual Fit" (pp. 11-12), "Implement with Fidelity" (p. 12), "Monitor Impact and Evaluation" (pp. 12-13).
3. Enter the information on the TIPS II Meeting Minutes form.

### Prerequisites

- Revised Office Referral Form or Behavior Incident Report (preschool)
- Minor Incident Form (optional)
- Problem behaviors clearly defined with faculty
- Process established with faculty feedback
- Office managed and classroom managed behaviors clearly identified
- Array of appropriate preventative and responsive practices to support student behavior
- System of support is planned and provided for staff to implement practices

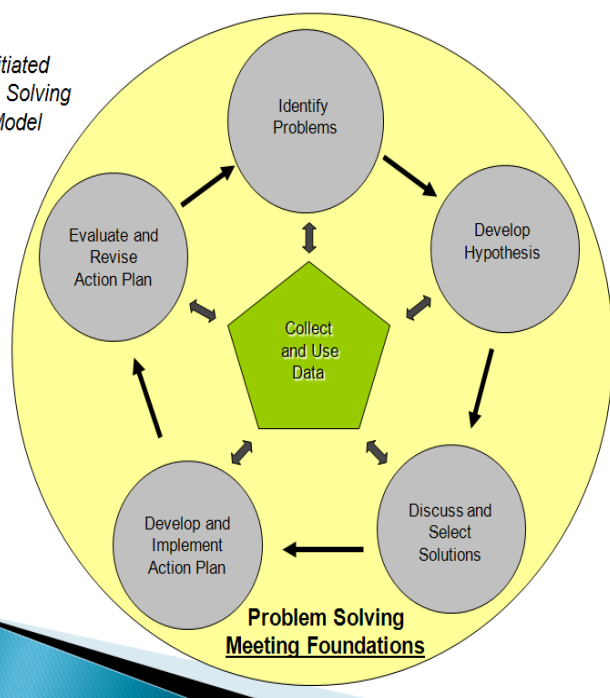
## **Research: To what extent do teams follow problem solving steps and include critical components? (Team-Initiated Problem Solving (TIPS))**

Overview, Rob Horner, Ph.D., Anne W. Todd, M.S., and Dale Cusumano, Ph.D.)

- Telzow, McNamara, & Hollinger. (2000) Team members rated implementation as higher than observers with observers rating identifying antecedents and consequences for behavior, identifying data to monitor progress, scheduling a follow up meeting as unmet.
- Telzow, McNamara, & Hollinger. (2000) Lowest implementation for hypotheses for problem, treatment fidelity, and pre and post data comparison
- Flugum & Reschly, (1994) Behavioral definition of target behavior, baseline data, step-by-step plan, or graphic or numeric data comparison from pre to post intervention were not included.
- Four year grant funded by U. S. Department of Education's Institute of Education Sciences 2008-2012  
**Goal:** Develop a "problem-solving model" for school teams that results in active use of data to (a) define problems, (b) build solutions, and (c) transform solutions into practical action plans.
- TIPS I (2007-2011)
  - One day of TIPS team training with a coach, followed by two coached meetings increased the implementation of:
    - Meeting Foundation elements
    - Using SWIS data to build precise problem statements and functional action plans for resolving the problem
- TIPS II (2012-2016)
  - Investigated the functional relationship between TIPS (After TIPS Team Training and two coached meetings) and various outcome measures. To date school teams implementing TIPS with fidelity have increased fidelity of meeting foundations & thoroughness of using data for problem solving. (Steve Newton, Anne Todd, Rob Horner, University of Oregon, Kate Algozzine & Bob Algozzine University of North Carolina at Charlotte)

## Team Initiated Problem Solving (TIPS)

Team Initiated  
Problem Solving  
(TIPS) Model



### Generic Solutions

Prevention	
Teaching	
Recognition	
Extinction	
Corrective Consequence	
Safety (if needed)	
Data Collection	

### Precision Problem Statement Planner

1 Data Observations - What patterns (if any) do we see in the Big 5 Reports?

A. Per Day Per Month Overall: For a building our size the average = \_\_\_\_ with a range of \_\_\_\_ to \_\_\_\_

Our average per day per month rate for the current month = \_\_\_\_ with a \_\_\_\_ trend across \_\_\_\_ year(s) (stable/increasing/decreasing)

B. Problem Behavior: Top problem behavior this month?

C. Location: What location are referrals coming from?

D. Time of Day: Are there particular times of day that stand out?

E. Students Involved: How many students are involved this month? 0-1 referrals = \_\_\_\_ 2-5 referrals = \_\_\_\_ 6+ referrals = \_\_\_\_

## ACTIVITY



### TIPS II PROBLEM-SOLVING TEAM TRAINING WORKSHEET

Identify the Problem with Precision: (using your data)

Guiding Questions:

What is the difference between expectation and actual performance? How do you know there is a significant difference that indicates a need for intervention?

Precision Problem Statement using data; academic, behavior, system (Optional - Precision Problem Statement Planner)

- What
- Where
- When
- Who

Why it is occurring. Collect and analyze data to assess.

Is it a skill, fluency or motivation issue? Collect and analyze data to determine:

- Why

Write the precise problem statement:

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Establish Goal(s):

Guiding Question:

How do we want the problem to change? What evidence do we need to show that we have achieved the goal? Use SMART Goals: Specific, Measureable, Attainable, Relevant, and Timely.

Goal Setting: What is the change we want to see (increase or reduction by % or #)? Is it a SMART goal? Is it observable? Is it achievable based on the context? What is the time frame we could expect this change to occur?

Write a goal for problem:

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Solution(s) with Contextual Fit:

Guiding Questions:

How are we going to solve the problem? How are we going to bring about desired change? Is the solution appropriate for problem? Is the solution likely to produce desired change? Is the solution linked to assessment?

Solution	Action	Who?	By When?
Prevent "Trigger" Prevention first. How could we reduce the situations that lead to these behaviors?			
Teaching How do we ensure that students know what they SHOULD be doing and when to do it when these situations arise?			
Reward/Reinforcement How do we ensure that appropriate behavior is recognized?			
Extinction/Withhold Reward How do we work to ensure the problem behavior is NOT being rewarded?			
Corrective Consequence Are corrective consequences needed?			
Safety Is there a possibility of injury or harm? What would we do to remove the occurrence?			

Data Collection How will we know if we are doing what we plan? Is the plan working for students?			
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Implement with fidelity:

Guiding Questions:

How will we know solution was implemented with fidelity? Did we implement solution with fidelity? How will we measure fidelity, how often, and who will administer fidelity measure?

Evaluation	Action	Who?	When?
Fidelity of Implementation Measure: How will we know the solution is implanted with fidelity?			
How will we get feedback/data from staff on implementation with fidelity?			

Monitor Impact:

Guiding Questions:

Are we solving the problem? Is the desired goal being achieved?

Evaluation	Action	Who?	When?
Effectiveness of Implementation Measure : How will we measure the impact on student outcomes?			
How will we determine the effectiveness of the solution(s)?			

Evaluate Problem:

Guiding Questions:

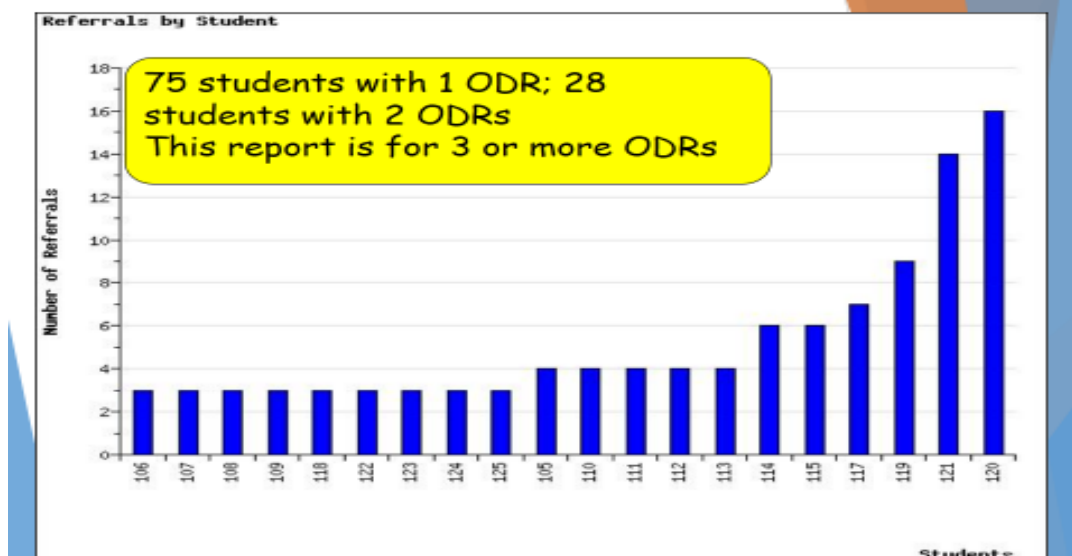
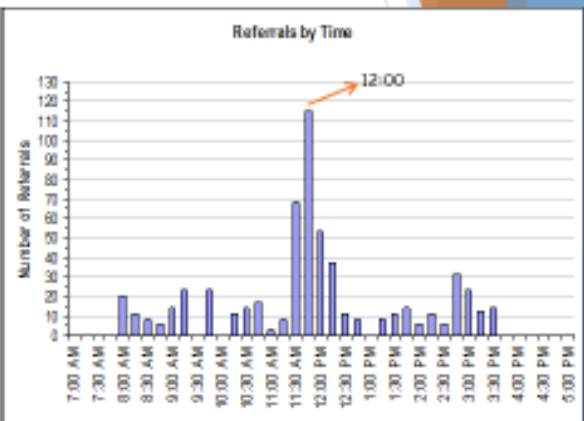
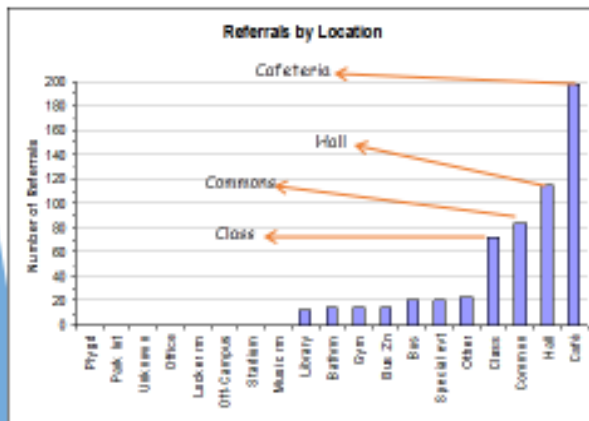
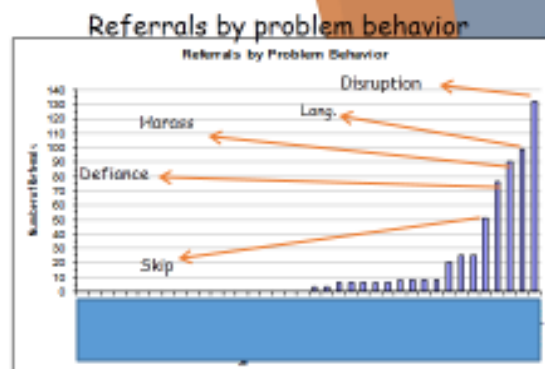
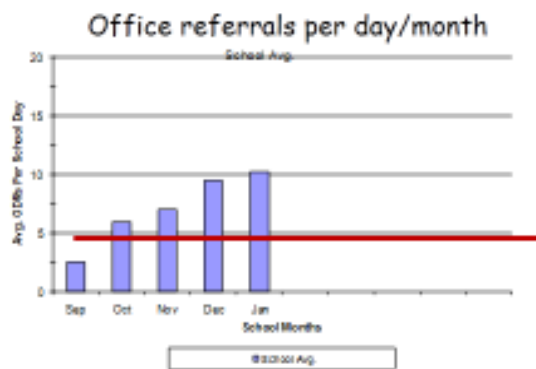
Has the problem been solved? Has desired goal been achieved? What should we do next?

Evaluation	Action	Who?	When?
Updates : What does our data show for the solution(s) for this month? Has the problem been solved?			
Have we met the goal?			
What should we do next? Do we need to continue, revise, adjust, set a new goal or change the solution(s)?			

Notes:

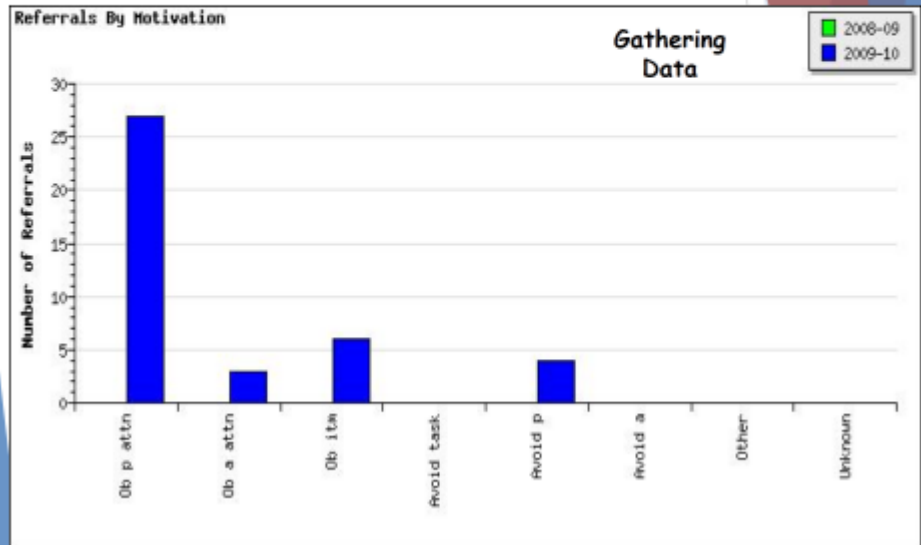
### EXAMPLE TREVOR TEST SCHOOL

- ▶ Middle School - Grades 6, 7, and 8
- ▶ 565 students
- ▶ Referrals are equally distributed throughout each grade level
  - ▶ Is there a problem?





## Perceived motivation for inappropriate language and disruption in the cafeteria (all students)



### Completed Precision Problem Statement Planner for Trevor Test School

#### 1 Data Observations - What patterns (if any) do we see in the Big 5 Reports:

A. Per Day Per Month Overall: For a building our size the average = 5.6 with a range of 4 to 13

Our average per day per month rate for the current month = 13 with a DK trend across DK year(s) (stable/increasing/decreasing) (no comparison data available)

B. Problem Behavior: Top problem behavior this month? Disruption, \*(Inappropriate language, defiance)

C. Location: What location are referrals coming from? Cafeteria \*(hallway)

D. Time of Day: Are there particular times of day that stand out? 11:45 (NOTE: Range from 11:30 to 12:15)

E. Students Involved: How many students are involved this month? 123 0-1 referrals = 75 2-5 referrals = 42 6+ referrals = 6 NOTE: 108 referrals occurred between 11:30 to 12:15)

### A Precise Problem Statement for Trevor Test School

- ▶ During lunch from 11:30 to 12:15 (When)
- ▶ 108 students from all grade levels (Who)
- ▶ are engaging in disruption, inappropriate language and defiance (What)
- ▶ in the cafeteria and hallway (Where)
- ▶ and the behaviors appear to be maintained by peer attention (Why)

### A Goal for Trevor Test School

- ▶ By April 1 during lunch period from 11:30 to 12:15 (when)
- ▶ all students (who)
- ▶ will show an overall reduction of ODR's from 108 to 52 (50%) (what)
- ▶ in the cafeteria and hallway (where)
- ▶ The behavior appears to be maintained by peer attention (why)



## Trevor Test Middle School

Hypothesis - cafeteria and hallway overcrowded; attention from peers rewarding disruption

Prevent "Trigger"	Change lunch schedule so fewer students are eating between 11:30 AM & 12:00 PM. Ensure active supervision during lunch
Define and Teach	Review established expectations to see if change is needed; reteach cafeteria and hall expectations in class periods occurring just prior to lunch; develop and post expectation signage in cafeteria
Reward/ Reinforce	Set up "Friday 5" (extra 5 mins. of lunch time on Friday, if no ODRs occur in cafeteria during lunch time)
Extinction	Make reward for problem behavior less likely; ensure staff don't argue back and forth with student if instance of disruption occurs (may be an inadvertent reward); remind students that paying attention to a disruptive student can mess up Friday 5
Corrective Consequence	Ensure quick corrective consequence, per our handbook
Safety	Increase adult supervision by 50%

## Problem-Solving Action Plan for Trevor Test Middle School

Precise Problem Statement	Solution Actions	Who?	When?	Goal, Timeline, Rule & Updates
Many students are engaging in disruption, inappropriate language and harassment in cafeteria and hallway during lunch, and the behavior is maintained by peer attention	Prevention: Maintain current lunch schedule, but shift classes to balance numbers  Teach: Teach behavioral expectations in cafeteria	Principal to adjust schedule and send to staff  Teachers will take class to cafeteria; Cafeteria staff will teach the expectations	Changes begin on Monday  Rotating schedule on November 15	Goal: Reduce cafeteria ODRs by 50% per month (Currently 24 per month average)  Measure: 1. SWIS ODRs 2. Brief fidelity survey  Timeline: Review monthly
	Recognition: Establish "Friday Five": Extra 5 min of lunch on Friday for five good days  Extinction: Encourage all students to work	School Counselor and Principal will create chart and staff extra recess	Principal to give announcement on intercom on Monday	

Trevor Test Middle School Fidelity Questions: How will we know if the solution was implemented with fidelity? How will we measure fidelity, how often, and who will administer fidelity measure?

	How & With What?	When?	Who?
Measuring Fidelity of Implementation	Observe cafeteria supervision. Provide feedback on physical movement, use of names, use of specific positive feedback	Once a week	Principal
	Team Teach Expectations to all grades. Keep records of dates and what was taught Fidelity of instruction rating 1-5 (did we do it?, did we do it well?, was it worth the time?)	Monday	Teachers & MBI Coach

## Summary

- ▶ Define problems with precision
- ▶ Establish SMART goals
- ▶ Build solutions by asking the right questions
  - ▶ Select actions that are effective and have strong contextual fit
- ▶ Build Solution Actions (who and when for selected solutions)
- ▶ Evaluate fidelity of implementation
- ▶ Monitor impact on student outcomes
- ▶ Evaluate the effectiveness of the plan

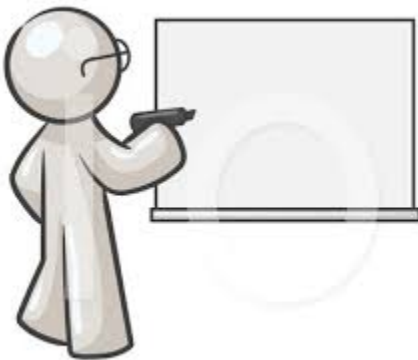


## Getting Everybody On Board

The activities in this module will help your MBI leadership team to gain staff buy-in. Although the focus is on staff commitment to the MBI process, the strategies described are also applicable to students, community members, parents, school boards, etc. Communication planning is a critical component.

### Directions:

1. Read and highlight key concepts in the narratives.
2. Complete:
  - "Getting Everybody on Board Worksheet" (p. 23)
3. Return to the TIPS II form and complete (Note: Tasks not completed at this time are good agenda items.).



## Getting Everybody On Board

(Staff Commitment)

*"Every organization has a culture, that history and underlying set of unwritten expectations that shape everything about the school. A school culture influences the ways people think, feel, and act."*

- Kent Peterson

### Research:

- Safran, S.P. (2006). Using the Effective Behavior Supports Survey to Guide Development of School wide Behavior Support. *Journal of Positive Behavior Support*, 8, 3-9
- Colvin, G., & Fernandez E., (2000). Sustaining Effective Behavior Support Systems in an Elementary School. *Journal of Positive Behavior Interventions* 2(4), 251-253.
- Taylor-Greene, S. Brown, D., Nelson, L., Longton, J., Gassman, Cohan, J., Swarta, J., Horner, R. H., Sugai, G., & Hall, S. (1997). School wide Behavioral Support: Starting the year off right. *Journal of Behavioral Education*, 7, 99-112.

A common purpose and approach to discipline suggests that staff conduct school social behavioral instruction in a coordinated, consistent manner. Schools that practice a common approach: align their school's mission, goals and MBI Purpose Statement. These schools use a MBI Leadership Team to lead the planning for systems (for adults), practices (for students), and data (for decision making). Furthermore, these coordinated schools use an action planning process for giving and receiving information. Through this coordinated effort, MBI schools become more proactive in their teaching of school wide social behavioral expectations. A common purpose and approach to discipline is established for all teachers, students and staff.

### Role of leadership team:

- Understand why staff need to be committed to decreasing problem behaviors and increasing academic behaviors
- Identify approaches to gain faculty buy-in to the MBI process
- Develop a plan to get buy-in and build ownership across faculty
- Review Data (true representation of current status?)
- Identify strengths and areas of concern
- Review staff survey

- Enlist peer leaders to gain support- emphasize benefits
- Develop plan to share with all staff
- Presentation to stakeholders about PBIS that clearly defines their role in the process

### **Role of staff:**

- Provide input in determining what our school's problems are and what our goal should be
- Follow through with all school-wide decisions, regardless of personal feelings for a particular decision

### **What does 80% buy in Mean?**

Consensus means that I agree to:

- Provide input in determining what our school's needs are and what our goals should be
- Make decisions about rules, expectations, and procedures in the common areas of the school as a school community
- Follow through with all school-wide decisions, regardless of my feelings for any particular decision
- Commit to positive behavior support systems - allowing performance toward our goal to determine future plans

### **Communication**

One of the most important systems the MBI Leadership Team must consider is how to keep all staff, students and families informed of the SW-MBI activities.

Communication helps build "buy-in" and commitment to the practices that will be implemented by all staff. Creating a communication system must be intentional and strategic. There are three major areas the MBI Leadership Team must consider when developing a communication system:

1. Disseminating information
2. Presenting data and
3. Receiving feedback from stakeholders (staff, students, families & community)

Some ideas of communication methods are:

From SW-MBI Team to Staff:

- § Communication "tree"
- § Daily bulletins
- § "Toilet Talk" (posting information in restrooms)
- § Monthly staff meetings
- § PBS bulletin board in the staff lounge
- Important notices

-General information

-Graphic data displays

From Staff to SW-MBI Team

§ Suggestion box

§ Specific person to contact according to grade level, team, or department

How to Use the Data to Get Faculty Buy-in

- Share visuals (graphs) with faculty on a regular basis
- The visuals are a powerful tool:
  - To let staff know the extra work they are doing is paying off
  - To show specific areas that may need a more intense focus

Emphasize the "Team" process

Conduct Staff Surveys

Obtain staff feedback

Create involvement without holding more meetings

Generate new ideas

Build a sense of faculty ownership

Professional development for staff

To help have a systematic and organized way to plan how to communicate to staff, students and families, the leadership team should address communication throughout their action plan. Not only is it important for the team to share what is being developed, it is critical to get feedback and ideas from all stakeholders.

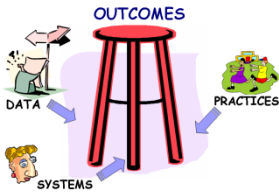






## GETTING EVERYBODY ON BOARD

Use the questions below as a starting point for a brainstorming session on how to increase staff support for and involvement in MBI at your site:



Does our MBI Team keep its "balance" by considering practices, systems and data?

If not...which leg of the stool needs more support and what would it look like?

Do at least 80 percent of our staff participate in and fully support MBI?

If not...do we know **WHY**—and what can we do about it?



Do we have administrative commitment to help engage and encourage staff support?

If not...how might we obtain that commitment?

Do we have a system in place to acknowledge and reward staff who participate and support MBI?

If not...what might such a system look like?



Do we have any data to show MBI is working... and are we sharing it with the staff?

If not...how might we accomplish that?

Are we celebrating our successes?

If not...how might we do that?





## FAMILY ENGAGEMENT

### Introduction

In this section reviews the importance of schools and communities working together to meet the diverse needs of students and honor the traditions and contributions of both family and community members.

### Directions:

Specific activities are contained in the workbook and modules for participants to complete at various time throughout the presentation. Included are pair and triad activities related to discuss or respond to:

1. How is Your Relationship with Parents? (pp. 26-27)
2. "Four Versions of Family-School Partnerships" (pp. 28-29)
3. The Joining Process (pp.30-31)
4. Family Engagement Worksheet (p. 32)

### Research:

When parents and school staff work together to support learning, students:

- Earn higher grades and test scores
- Enroll in higher-level programs
- Are promoted and earn credits
- Adapt well to school and attend regularly
- Have better social skills and behavior
- Graduate and go on to higher education

- A New Wave of Evidence: The Impact of School,  
Family and Community Connections on Student Achievement

Surveys of students reflect parental concern about academic achievement

94% My parents care about my education.

63% My parents like my school.

90% My parents think going to college is important.

63% My parents feel comfortable talking to my teachers.

40% Teachers let my parents know what I do well.

28% I would like my parents to attend more school events.

*My Voice* National Report, 2008 "The Role of Parents"



Notes:



### ACTIVITY:

With a partner complete the "How is your Partnership with Parents"?

## How is Your Partnership with Parents?

Use this self-assessment to see where your school falls on the partnership path. Under each question, circle the letter beside the statement that seems to best describe your school.

- 1) What is your school's attitude toward families?
  - A) Parents belong at home, not at school. If students don't do well, it's because their families don't give them enough support.
  - B) Parents are welcome when asked. There's only so much they can do.
  - C) Parents can be involved at school in a number of ways. **It** tries to make contact with all of them at least once a year.
  - D) Our school sets high standards for all students and families. **It** partners with families to make sure every single student succeeds.
  
- 2) Does the school give families information about standards and the curriculum?
  - A) Parents don't need to know much about this, and they probably won't understand it anyway.
  - B) Parents get information about what students will be learning at the fall open house.
  - C) Teachers send home folders of student work.
  - D) Families help assess student portfolios, using scoring guides. They also attend regular exhibits of student work, where students explain how it meets standards.
  
- 3) Can parents and family members easily see the principal and visit classrooms?
  - A) Families should not bother school staff. Visiting the classroom distracts the children. Besides, parents will need security clearances before they are allowed in.
  - B) The school calls families if their children are having problems. Families can visit on report card pickup day.
  - C) The school has several family events every year. Parents help out as volunteers or tutors.
  - D) Parents are involved in all aspects of the school. They can attend staff training and the principal has regular hours each week to meet with families. Every school committee has active parent members.
  
- 4) Does the school have an active parent group, such as a PTA or Parent Association?
  - A) The principal has picked a small group of parents to help out.
  - B) The active parents are mostly middle class. The others don't come or contribute.
  - C) The parent group sets its own agenda and raises money for the school. They also write the school handbook.
  - D) Families decide how they want to be involved. They reach out to make sure all families take part in some way. Parents can use the phone, copier, fax machines and computers. The family center is always full of parents.
  
- 5) Does the school openly discuss tough issues, like achievement gaps, racism and bullying?
  - A) The problems at our school are dealt with by its professional staff.
  - B) The principal sets the agenda for discussions at staff meetings. Sometimes a few parents are invited.
  - C) The school gives progress reports to parents, but the test data are hard to understand.
  - D) Parents and teachers have study groups and do action research on issues like prejudice and tracking. Families are part of all major decisions.

You will find an answer grid after the final question. Transfer your answers to the answer grid. Give yourself the following points:

A= 1 point

B= 2 points

C= 3 points

D= 4 points

ANSWER	ANSWER GRID	POINTS
1) _____	—	_____
2) _____		_____
3) _____		_____
4) _____		_____
5) _____		_____
ADD ALL POINTS:		_____

Where is Your School?

Right now your school is a.....

- 5-7 points: Fortress School. Your school is trying to keep parents away rather than work with them.
- 8-11points: Come If We Call School. Your school wants parents to be involved, but only on its terms.
- 12-15 points: Open-Door School. Your school welcomes families and supports their involvement in a number of ways.
- 16-20 points: Partnership School! Your school is willing and able to work with all families!

**ACTIVITY:** With a partner review "Four Versions of Family-School Partnerships" and determine which describes your school.

## 4 Versions of Family-School Partnerships

Check the boxes that have the most statements under them marked or circled. Check only 1 box in each row

Element/ Key Question	A school consciously and conscientiously tapping parent energy to improve student achievement (Partnership School)	A school focused on tapping parent energy for improving student achievement (Open-Door School)	A school that may value the idea of tapping parent energy for the purpose of improving student achievement, but hasn't implemented the idea into actions (Come-if-We-Call School)	A school not maximizing parent energy as a strategy for improving student achievement (Fortress School)
<p>Answers the question: <b>How family friendly is your school?</b></p>	<p><input type="checkbox"/> <b>Building Relationships</b></p> <ul style="list-style-type: none"> <li>Family center is always open, full of interesting materials to borrow</li> <li>Home visits are made to every new family</li> <li>Activities honor families' contributions</li> <li>Building is open to community use &amp; social services are available to families</li> </ul>	<p><input type="checkbox"/> <b>Building Relationships</b></p> <ul style="list-style-type: none"> <li>Teachers contact families once a year</li> <li>Parent coordinator is available if families have questions or need help</li> <li>Office staff are friendly</li> <li>Staff contact community agencies &amp; organizations when help is needed</li> </ul>	<p><input type="checkbox"/> <b>Building Relationships</b></p> <ul style="list-style-type: none"> <li>Better-educated parents are more involved</li> <li>"Many immigrant parents don't have time to come or contribute"</li> <li>Staff are very selective about who comes into the school</li> </ul>	<p><input type="checkbox"/> <b>Building Relationships</b></p> <ul style="list-style-type: none"> <li>Families do not "bother" school staff</li> <li>"Minority families don't value education"</li> <li>Parents need security clearance to come in</li> <li>It is important to keep community influences out of the school</li> </ul>
	<p><i>These schools believe:</i></p> <p>All families &amp; communities have something great to offer—we do whatever it takes to work closely together to make sure every single student succeeds.</p>	<p><i>These schools believe:</i></p> <p>Parents can be involved at our school in many ways—we're working hard to get an even bigger turnout for our activities. When we ask the community to help, people often respond.</p>	<p><i>These schools believe:</i></p> <p>Parents are welcome when we ask them, but there's only so much they can offer. The most important thing they can do is help their kids at home. We know where to get community help if we need it.</p>	<p><i>These schools believe:</i></p> <p>Parents belong at home, not at school. If students don't do well, it's because their families don't give them enough support. We're already doing all we can. Our school is an oasis in a troubled community. We want to keep it that way.</p>



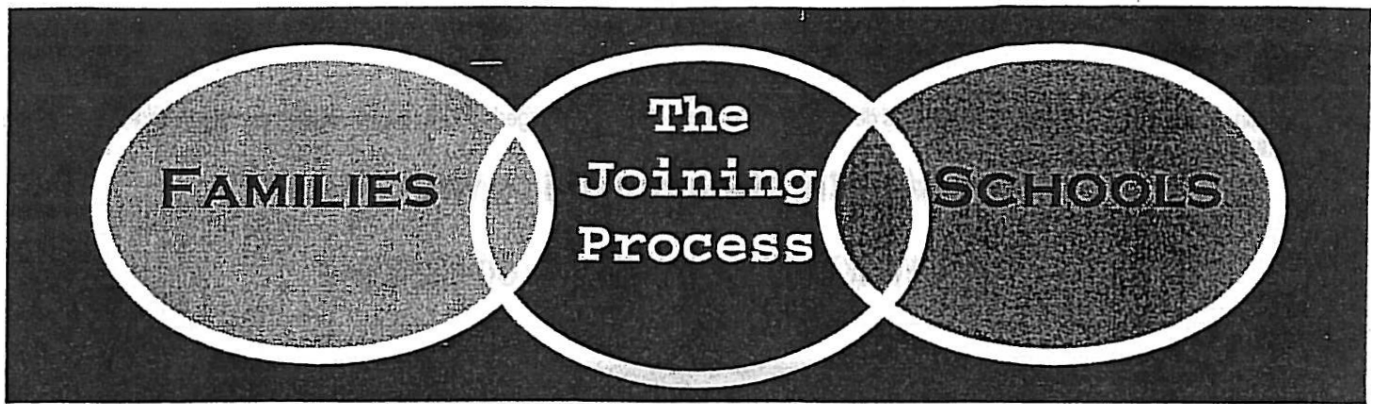
# Parent Friendly Schools—**Starting** the Conversation

<p><i>Answers the question: How closely is your school's parent involvement program linked to student learning?</i></p>	<p><input type="checkbox"/> <b>Linking to Learning</b></p> <ul style="list-style-type: none"> <li>All family activities connect to what students are learning</li> <li>Parents &amp; teachers look at student work &amp; test results together</li> <li>Community groups offer tutoring &amp; homework programs at the school</li> <li>Students' work goes home every week, with a scoring guide</li> </ul>	<p><input type="checkbox"/> <b>Linking to Learning</b></p> <ul style="list-style-type: none"> <li>Teachers explain test scores if asked</li> <li>Folders of student work go home occasionally</li> <li>School holds curriculum nights 3 or 4 times a year</li> <li>Staff let families know about out-of-school classes in the community</li> </ul>	<p><input type="checkbox"/> <b>Linking to Learning</b></p> <ul style="list-style-type: none"> <li>Parents are told what students will be learning at the fall open house</li> <li>Parents can call the office to get teacher-recorded messages about homework</li> <li>Workshops are offered on parenting</li> </ul>	<p><input type="checkbox"/> <b>Linking to Learning</b></p> <ul style="list-style-type: none"> <li>Curriculum &amp; standards are considered too complex for parents to understand</li> <li>"If parents want more information, they can ask for it"</li> <li>"We're teachers, not social workers"</li> </ul>
<p><i>Answers the question: How well is your school bridging racial, class and cultural differences?</i></p>	<p><input type="checkbox"/> <b>Addressing Differences</b></p> <ul style="list-style-type: none"> <li>Translators are readily available</li> <li>Teachers use books &amp; materials about families' cultures</li> <li>PTA/PTO includes all families</li> <li>Local groups help staff reach families</li> </ul>	<p><input type="checkbox"/> <b>Addressing Differences</b></p> <ul style="list-style-type: none"> <li>Office staff will find a translator if parents ask in advance</li> <li>Multicultural nights are held once a year</li> <li>"Minority" parents have their own group</li> </ul>	<p><input type="checkbox"/> <b>Addressing Differences</b></p> <ul style="list-style-type: none"> <li>"We can't deal with 20 different languages"</li> <li>"Parents can bring a translator with them"</li> <li>"This school just isn't the same as it used to be"</li> </ul>	<p><input type="checkbox"/> <b>Addressing Differences</b></p> <ul style="list-style-type: none"> <li>"Those parents need to learn English"</li> <li>"We teach about our country—that's what those parents need to know"</li> <li>"This neighborhood is going downhill"</li> </ul>
<p><i>Answers the question: How well does your school support parents as advocates?</i></p>	<p><input type="checkbox"/> <b>Supporting Advocacy</b></p> <ul style="list-style-type: none"> <li>There is a clear, open process for resolving problems</li> <li>Teachers contact families each month to discuss student progress</li> <li>Student-led parent-teacher conferences are held 3 times a year for 30 minutes</li> </ul>	<p><input type="checkbox"/> <b>Supporting Advocacy</b></p> <ul style="list-style-type: none"> <li>Principal will meet with parents to discuss a problem</li> <li>Regular progress reports go to parents, but test data can be hard to understand</li> <li>Parent-teacher conferences are held twice a year</li> </ul>	<p><input type="checkbox"/> <b>Supporting Advocacy</b></p> <ul style="list-style-type: none"> <li>School calls families when children have problems</li> <li>Families visit school on report card pick up day &amp; can see a teacher if they call first</li> </ul>	<p><input type="checkbox"/> <b>Supporting Advocacy</b></p> <ul style="list-style-type: none"> <li>Parents don't come to conferences</li> <li>Problems are dealt with by the professional staff</li> <li>Teachers don't feel safe with parents</li> </ul>
<p><i>Answers the question: How well is your school sharing power and practicing democracy?</i></p>	<p><input type="checkbox"/> <b>Sharing Power</b></p> <ul style="list-style-type: none"> <li>Parents &amp; teachers research issues such as prejudice &amp; tracking</li> <li>Parent group is focused on improving student achievement</li> <li>Families are involved in all major decisions</li> <li>Parents can use the school's phone, copier, fax, &amp; computers</li> <li>Staff work with local organizers to improve the school &amp; the neighborhood</li> </ul>	<p><input type="checkbox"/> <b>Sharing Power</b></p> <ul style="list-style-type: none"> <li>Parents can raise issues at PTA/PTO meetings or see the principal</li> <li>Parent group sets its own agenda &amp; raises money for the school</li> <li>Resource center for low-income families is housed in a portable classroom next to the school</li> <li>PTA/PTO officers can use the school office</li> <li>A community representative sits on the school council</li> </ul>	<p><input type="checkbox"/> <b>Sharing Power</b></p> <ul style="list-style-type: none"> <li>Principal sets agenda for parent meetings</li> <li>PTA/PTO gets the school's message out</li> <li>"Parents are not experts in education"</li> <li>Community groups can address the school board if they have concerns</li> </ul>	<p><input type="checkbox"/> <b>Sharing Power</b></p> <ul style="list-style-type: none"> <li>Principal picks a small group of "cooperative parents" to help out</li> <li>Families are afraid to complain. "They might take it out on my kid"</li> <li>"Community groups should mind their own business; they don't know about education."</li> </ul>

—from "Beyond the Bake Sale—The Essential Guide to Family-School Partnerships" (2007) by Henderson, Mapp, Johnson & Davies



## ACTIVITY: Engaging families in MBI - The Joining Process



In her research on how and why parents are involved in their children's education, Karen Mapp asked parents to identify what school staff actually did that created trusting and respectful relationships.

Mapp found that high-performing, low-income schools welcome, honor, and connect families with what's happening in class. She calls this "The Joining Process" and found that it creates a school where "everyone feels like members of a family."

Parents respond by becoming loyal members of the school community and taking part eagerly in their children's education. Here are some specific practices that parents said made them feel a real part of the school:

### Welcoming: Develops Relationships

- Put out the welcome mat (reserved parking spots, welcome signs, directions).
- Enroll the whole family- tours of the school, home visits, and a buddy system
- Create a warm, friendly building with lots of student work on display
- Make sure people are accessible, such as open office hours for the principal
- Set customer service standards for office staff and others
- Put on the personal touch – small meetings, one-to-one talks, a family center

### Honoring: Deepens Relationships

- Show respect at all times. Ask parents for their advice -- and take it
- Give parents a voice in major decisions about their children and the school
- Recognize families' contributions and thank them for their help
- Respect families' circumstances- offer translators, convenient times, and childcare
- Set ground rules together- such as procedure for classroom observations
- Accentuate the positive – apply no negative labels to anyone

### Connecting: Links Families to Student Learning and Sustains Relationships

- Link parent activities to what students are learning and doing in class



- Exhibit student work and send graded work home every week
- Make home visits to find out child's talents and interests, explain what's going on in class, and leave learning materials families can use with children
- Show parents how much staff care by keeping parents informed about what their kids are learning and doing in class
- Invite parents to observe in class and learn how teachers teach
- Open a Family Center-create a warm place to gather and lend learning materials and games

Mapp, K. 2003. "Having their say: Parents describe why and how they are engaged in their children's education." *School Community Journal*,

### **Developing Relationships with Families** **WELCOMING, HONORING, CONNECTING**

<b>Instead of This</b>	<b>Try This</b>
<p style="text-align: center;">Who are you? What do you want?"</p> <ul style="list-style-type: none"> <li>• "No Trespassing" signs</li> <li>• Parent meetings dominated by the principal, school staff or a few PTA/PTO officers</li> <li>• Calling home only when a child acts out or is in danger of failing</li> <li>• Complaining about parents who don't help their kids with homework</li> <li>• Leaving parent involvement to the Assistant Principal or Teacher's Aide</li> <li>• Meeting only during school hours or only on one set time and day</li> <li>• Announcing a new reading program</li> <li>• Planning events then publicizing them to parent</li> </ul>	<ul style="list-style-type: none"> <li>• Hello! Welcome to our school. How may I help you?"</li> <li>• Welcome" signs</li> <li>• Parent meetings broken into small discussion groups where everyone participates, each group picking a leader</li> <li>• Staying in personal touch with each family at least once a month</li> <li>• Sending home teaming kits and interactive homework assignments and/or developing programs to show parents how to help with homework</li> <li>• Meeting and greeting parents before and after school, and going to community events</li> <li>• Rotating parent meetings before school, evenings, and weekends and at different times</li> <li>• Involving families in selecting a new reading program</li> <li>• Surveying parents to get their ideas</li> </ul>



## FAMILY ENGAGEMENT WORKSHEET

	WHAT WE HAVE	WHAT WE NEED
<b>WELCOMING:</b>  Develops Relationships		
<b>HONORING:</b>  Deepens Relationships		
<b>CONNECTING:</b>  Links Families to Student Learning and Sustains Relationships		

## Conducting My Voice Focus Groups

### Logistics

- ✓ Gather a diverse group of 6-8 people who took the survey. For student focus groups, it is best to have students from the same grade level participate together. For example, one focus group comprised of all sophomores, one of all juniors, etc.
- ✓ Within that parameter, selection of focus group participants should be as random as possible. The more representative the group is of the general school population, the better feedback you will receive.
- ✓ During a focus group session, allow a minimum of five minutes to discuss each question.
- ✓ Have two interviewers present. One individual asks questions, while the other observes and takes notes.

### Questions

- ✓ Should be open-ended. For example, “What does it mean to feel welcome at this school?”
- ✓ Should be arranged from general to specific within each topic. For example, start with, “How important is effort to being successful?” Then you may ask, “What specifically does our school do to reward students’ effort?”
- ✓ Should prompt thoughtful conversation rather than yes/no responses. For example, ask “What does it mean to be bullied?” rather than “Are kids bullied at this school?”

Keep in mind that My Voice Focus Groups differ from the My Voice Survey in important ways:

### **My Voice Focus Group**

Insights  
Confidential, but personal  
Homogeneous group  
Flexible  
Unrestricted answers  
Results in words

### **My Voice Survey**

Data  
Anonymous  
Heterogeneous  
Standardized  
Restricted to Likert Scale  
Results in numbers

## **The Session**

Assure the participants of confidentiality. Let them know that you will share what they say, but not who said it. Confirm that participants understand this, providing examples as needed.

Be cautious not to lead participants in a particular direction or act surprised, hurt, or disappointed by their responses. Be aware of your own biases. Are you focusing on what you want to hear, as compared to what the participants are really saying?

After a question is asked, listen not only for content, but for emotions, paradoxes, contradictions, and discomfort. This will help you learn or confirm not merely the facts (available in the survey), but the meaning behind the facts. The result of a focus group should be further insight into the information you already have from the survey.

Keep in mind that the personal, non-anonymous nature of focus groups shapes the results. The conversation among participants should result in a picture of combined perspectives. The interviewers should strive to see how the information “all fits together.” Do not conclude that one student’s agreement with another is that student’s final word on that matter. Probe students who agree with another’s comments for their particular point of view.

The goal of focus groups is to produce meaningful conversation about the topics you are discussing, rather than a series of short answers. You want participants to “color in” the black and white sketch provided by the survey. Good conversation includes laughter (humor is important to pay attention to), personal (not private) stories, connections to things that were said earlier, disagreement, contradiction, interruption, and silences (these can be important to notice, as well). With that said, balance the needs of participants to have input with the need to stay focused.

Keep in mind that, unlike the survey, the interviewers now share control of the process with the individuals being interviewed. Feel free to take advantage of the spontaneous and surprising moments. Encourage spontaneity and watch how participants respond. Be sure to observe body language. As long as the conversation is on track and you are learning (not just rehashing something), pursue the line of conversation. Ask follow up questions. You may learn something that you can then use in a subsequent session.

## **Analyzing and Sharing Results**

When analyzing the results of focus groups, look for *patterns* in the conversations. What themes emerged, both positive and negative? What particular perspectives were evident? Did males answer differently than females? Did 11<sup>th</sup> graders have a different point of view on an issue than 9<sup>th</sup> graders?

Do not report the results of focus groups by percentage (e.g., 75% of the males we talked to said that most bullying happened in the locker rooms). Instead, report that “a common theme among the boys regarding bullying was that it typically took place in the locker room. Several boys mentioned that they had witnessed incidents that they considered bullying after gym class.”

When the particular way a student has said something captures or highlights a theme, include the exact statement in the report (e.g., One boy said, “I saw some older guys kick a younger kid and no one did anything to stop it.”)

Be sure to report what you, as an interviewer, learned. What insights did the conversations provide for you? What previous judgments were confirmed or called into question? Also include follow-up questions you believe remain and should be discussed further. Share your findings with the appropriate audience. Use the information gathered during focus groups, in conjunction with the My Voice Survey results, to inform your next steps. Create an action plan focused on improving areas of weakness, as well as celebrating and maintaining identified strengths at your school.

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## RESOURCES

### MONTANA OPI/MBI WEB SITE

<http://opi.mt.gov/Programs/SchoolPrograms/MBI/>

### OSEP CENTER ON POSITIVE BEHAVIORAL AND INTERVENTION SUPPORTS

<http://www.pbis.org>

### PBISApps

<https://www.pbisapps.org>

### FLORIDA

<http://flpbs.fmhi.usf.edu/>

### ILLINOIS

<http://www.pbilillinois.org/>

### MARYLAND

[www.pbismaryland.org](http://www.pbismaryland.org)

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